DOCUMENT RESUME

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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing a short story for a variety of academic and technical purposes, situations, and audiences. It begins with reference to the particular content standard addressed in the package, the educational level of the package ("partial middle"), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) complete several narrative writing exercises; (2) develop a plan for a narrative (short story); and (3) write a narrative (short story). It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 395

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Example Performance Package
Minnesota Profile of Learning

Content Standard: Write and Speak: Writing **Level:** Partial Middle

Title of Package/Activity: Storybuilding

Summary Statement of Content Standard:

Write for a variety of academic and technical purposes, situations and audiences.

Description of Student Performances:

Task 1: Complete several narrative writing exercises.

Task 2: Develop a plan for a narrative (short story).

Task 3: Write a narrative (short story).

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on the part(s) of the standard addressed in this package achieves and exceeds expectations of high standard work.
3 - Performance on the part(s) of the standard addressed in this package meets the expectations of high standard work.
2 - Work on the part(s) of the standard addressed in this package has been completed, but all or part of the student's performance is below high standard level.
1 - Work on the part(s) of the standard addressed in this package has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 216 759

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING

Performance Package

Minnesota Profile of Learning

Content Standard Read, View, Listen P.1 _____ Honors Primary Level

Course Literature ___√___ Partial

Title of Package/Activity Wolves—Fact and Fiction _____ Required

Summary Statement of Content Standard

Comprehend literal meaning in reading, viewing and listening selections.

Description of Student Performances

	Performance Record	Achievement
Task 1: Reads a selected story orally and then creates a written retelling of the same story	Date:	Grade:
Final Achievement Grade/Rating:		4 3 2 1

Task Management Skills:

Performance Record

Perseverance

- Focus on the task for appropriate length of time
- Continue to try despite frustrations, distractions and obstacles
- Attend to details and checks for errors

***Scoring Criteria**:

4 - Performance on the part(s) of the standard addressed in this package achieves and exceeds expectations of high standard work.

3- Performance on the part(s) of the standard addressed in this package meets the expectations of high standard work.

2 - Work on the part(s) of the standard addressed in this package has been completed, but all or part of the student's performance is below high standard level.

1 - Work on the part(s) of the standard addressed in this package has been completed, but performance is substantially below high standard level.

No package score is recorded until ALL parts of the package have been completed.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Storybuilding

Content Standard: Write and Speak: Writing **Level:** Partial Middle

Specific Statement(s) from the Standard:

A student shall demonstrate for a variety of academic and technical purposes, situations, and audiences the ability to write using correct spelling and mechanics:

2. a narrative including:
   a. a description of events from direct experience or observation
   b. use of relevant detail and figurative language to create an image of setting, characters, and events
   c. dialogue between characters

Product(s):

- Collection of narrative writing exercises
- Reflection

Task Description:

OVERVIEW: In this task, you will complete several writing exercises on the elements of narrative writing. This will include using literal and figurative language to create sharp images of places, people, and events. You will maintain a collection of all your pieces of writing. You will receive feedback on your writing from others -- your classmates and your teacher. You will demonstrate your use of a writing process that includes the steps of pre-writing, brainstorming, drafting, conferencing, revising. You will reflect upon your own writing.

INTRODUCTION:

A. Figurative Language

Authors use language to create images and convey feelings. Through a good description, the reader clearly "sees" an image or strongly senses a certain mood or emotion. Authors and storytellers use figurative language to create strong impressions.

Many times this is done through metaphor and simile. For example, if you describe a bed as a cocoon, the reader can imagine a cozy, warm, protective place. To help the reader imagine a picture, a mood, or feelings, an author might say that the character had "a blaze of red hair" or "rock hard determination," or that "the library opened up a whole new world."

Each of your writing pieces should contain figurative language such as similes and metaphors to create distinct images.

Task Description, continued

B. Voice

As you complete the exercises, be sure that the words you choose help your readers "hear" your pieces of writing. For instance, a serious, business-like voice using technical vocabulary, formal grammar, and complex sentences tells a very different kind of story than a more casual voice that uses slang, non-standard grammar, exclamations, and short sentences.

C. About the Exercises

Write in a narrative style using language and sentence structures that fulfill the purpose for writing given in the exercises. Organize your writing into appropriate paragraphs. Although these exercises are not "finished pieces," they should be drafts of your best work on each assignment. All of the exercises require that you use plenty of detail and descriptive language to create images.

After you complete each exercise, read what you have written and determine how to improve the work. Ask the other students in your writing group to give you feedback on your writing. Make revisions so that your writing communicates your ideas in a clear and interesting way. Label each exercise clearly.

STEPS:

Before you begin this task, your teacher will model each step for your class.
Also, your teacher will be observing your individual and group work and regularly giving feedback.

Exercise I: Describe Settings

Setting is the time and place of the story. Your description of the physical (place) setting must help create the tone you want the story to convey. Write descriptions of two different places.

1. Choose an actual place that you can examine and describe. You might choose a space in a residence, an area of your school, a place you visit for activities and enjoyment. It could be an indoor or an outdoor space. To prepare for writing, visit the place and observe carefully with all of your senses. What is the nature/climate of this setting? What does it feel like to be there? What is unique or interesting about it? Take **notes on everything that your senses pick up**.

   Write a **one-page description of the place** including not only the physical characteristics but also the mood or feeling that exists in the place.

Task Description, continued

2. Create a fictional setting for a story. Place yourself in the setting as a character in the story and narrate from the first person point of view. Imagine what the physical environment would be like. Imagine how it might feel to be there. Write a **one-page, first person description of the fictional setting**.

Exercise II: Describe Two Characters

3. Write a **one-page description of a person** that you actually know. Your description must be complete enough to make readers feel as though they know the person as well as you do. Include details about:
   - physical appearance
   - feelings
   - beliefs, values, motivation
   - behaviors, habits, mannerisms.

4. Create a fictional character who would be very different from the actual person you described in Step 3. In fact, think of this fictional character as the opposite of the actual person. Write a **one-page description of the character**. Include details about your fictional character from the same four Step 3 categories.

Exercise III: Describe Character Interactions -- Including Dialogue

5. To prepare for your writing in Step 6, observe how people behave with one another in at least one particular situation, and take notes on what you observe. Specifically take **notes about the individuals** as follows:
   - Who are they? What seems to be the relationship between them? What roles do they seem to take as they interact with each other?
   - How are they behaving? Note:
     - posture and body language
     - gestures and facial expressions
     - expressions of moods or feelings
     - communication styles.
   - What are they saying to one another? What words do they use to make their points?
     - topic(s) of conversation
     - type of language (choice of words, use of slang or jargon or technical terms).
   - What impressions do you have of the people based on how they interact?

Task Description, continued

6. Use your notes to write a **one-page description of the interactions** that you observed. Describe everything that happened between the individuals in the situation and any relevant background information about the circumstances. Give specific details about how the people behaved towards each other, and how they reacted to each other's words and actions. Include at least two examples of dialogue that occurred between the people in the situation.

7. Create a **one-page original situation in which two people are having a conversation**. Give information and establish the mood through dialogue alone. The **dialogue** should indicate the following:
   - the identity of the two people
   - the relationship between them (such as parent and child, friends, store clerk and customer, colleagues, siblings)
   - their feelings about each other
   - important details about the setting
   - details about the situation that is the basis for their conversation
   - their feelings about the situation.

Exercise IV: Narrate Events

8. Write a **one-page account of an event** that you witnessed in person or in which you participated. Your account should describe what happened; when, where, and why it happened; and who was involved.

   Determine how you will sequence what you are narrating. Will you provide an overview of the event and then give details in the order the event unfolded? Will you tell the outcome or impact of the event first and then go back and fill in the details? Perhaps you will choose to begin with the story of what led up to the event and proceed in a straightforward kind of sequence through to the last thing that happened.

9. Create a fictional event. Imagine that you are one of the characters involved in the event. Imagine how you would feel being involved in the event. Your fictional event could be based on something that actually happened. Write a **one-page, first person narrative of a fictional event**. Be sure to include the details of what happened as well as your feelings and reactions as an involved character.

Task Description, continued

Exercise V: Portray Conflict

A story requires an obstacle or problem. That is, the events of the story must lead to some kind of conflict. Also, the main character(s) must overcome the obstacle, or solve the problem, or in some way change in order to live with the obstacle/problem. The obstacle/problem doesn't have to be major, but it should cause tension and be significant in the character's (characters') life. Conflict gives the story a focus and helps to communicate the theme or message of the story. Four types of conflict are:

- person vs. nature
- person vs. society
- person vs. person
- person vs. self.

10. Write a **one-page scenario to illustrate one of the four types of conflict**. (Your teacher may ask that each member of your writing group write a scenario to illustrate a different type of conflict.) Name a character and place him/her in a conflict situation. Present the situation and show how the conflict affects the character's feelings and behavior. Explain how the character might change as he or she works through the conflict.

Reflection

11. Reflect on your writing in this task by answering the three questions below. Answer the first two questions about your work on each of the writing exercises. The third question refers to the exercises that contain dialogue. **Give specific examples from your writing to answer all three questions**.

    - How did I make my descriptions realistic and true-to-life? (That is, tell how your actual experiences or first-hand observations helped you create the descriptions.)
    - How did I use details and figurative language to create full and interesting images of the settings, persons, or events? (For example, explain what makes a particular metaphor or simile so effective.)
    - How did my creation of dialogue convey information about the settings, characters, and situations?

Special Notes:

FOR THE PACKAGE AS A WHOLE

- It is important for students to begin their writing process by brainstorming and experimenting. The use of pre-writing activities for exploration will help your students feel comfortable expressing their ideas in writing. Two helpful books for teachers of writing are:

  -- *What If Writing Exercises for Fiction Writers, Revised and Expanded Edition* by Anne Bernays and Pamela Painter (1995). Harper Collins College Publishers, 10 East 53rd Street, New York, NY 10022.

  -- *In the Middle: Writing, Reading, and Learning with Adolescents* by Nancie Atwell (1991). Boynton/Cook Publishers, Heinemann Educational Books, Inc., 361 Hanover Street, Portsmouth, NH 03801-3959.

- Nancie Atwell's *In the Middle* is an excellent resource for implementing the writers' workshop process in your courses. Students should meet together throughout their work on all three tasks in this package. Before they meet in peer writing groups, **set specific criteria** for what they should look for and **model how they should give feedback** to the members of their group. It is critical that students understand the purpose of the workshop process. Guide them in responding constructively to the ideas in one another's writing. Model appropriate questions and responses for conferences and group sessions.

- Discuss and model the various kinds of story narration including first person and third person.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Storybuilding

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Collection of Narrative Writing Exercises	
_____	Specific, relevant details create clear and complete images of: • settings • characters • events.	_____
_____	Similes, metaphors, and other instances of figurative language create clear and complete images of: • settings • characters • events.	_____
_____	Description of characters and dialogue convey specific information about each character's: • physical appearance • feelings • beliefs, values, motivation • behaviors, habits, mannerisms.	_____
_____	Dialogue is realistic (as if based on an actual conversation).	_____
	Reflection	
_____	Relevant and specific references from the writing exercises are cited to explain: • use of direct experience or observation to describe events • use of details and figurative language to create images • dialogue between characters to convey information.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 2
Storybuilding

Content Standard: Write and Speak: Writing **Level:** Partial Middle

Specific Statement(s) from the Standard:

A student shall demonstrate for a variety of academic and technical purposes, situations, and audiences the ability to write using correct spelling and mechanics.

2. a narrative including:
   a. a description of events from direct experience or observation
   b. use of relevant detail and figurative language to create an image of setting, characters, and events
   c. dialogue between characters
   d. a sequence of events or ideas leading to a logical ending

Product(s):

Plan for a narrative (short story)

Task Description:

OVERVIEW: Sometimes in the writing process you may discover a different story to tell, a character that may express your ideas more clearly, a setting that fits the tone of your story better, or a conflict that may better fit your theme. Making changes all along the way is a natural part of the writing process. In this task, you will develop a plan for writing a narrative (a short story). You will maintain a collection of all your pieces of writing. You will receive feedback on your writing from others -- your classmates and your teacher. You will demonstrate your use of a writing process that includes the steps of pre-writing, brainstorming, focusing, organizing, conferencing, revising.

INTRODUCTION:

A. Choosing a Theme or Message

Part of choosing what you want to write is deciding what the theme or message will be. What do you want your readers to think, feel, and/or learn? Possible themes can relate to:

- friendship
- overcoming loss
- good luck
- bad luck
- family togetherness (or other ideas relating to family)
- loyalty

The theme or message does not have to be a major "moral" or lesson, but it should make a point and be the basis for a change in your character(s).

Task Description, continued

B. Choosing a Story Idea

You can select a theme/message first and then select a story idea (plot), or you can consider theme and plot at the same time. Of course, you want your story idea to convey your theme/message. As you consider ideas (plots) for your story, keep in mind that your story must contain all of the following story elements:

- setting
- characters
- plot (sequence of events)
- dialogue
- logical ending

Your teacher will help you use strategies for generating and selecting story ideas. The following questions can help you think about whether an idea could be the basis of a complete and interesting story:

- Why do you want to tell this story?
- Is this story based on something you know about from first-hand experience?
- Will you feel like an "expert" on the material of this story, or will the story idea leave you wishing you knew more about the material?
- What in the story is important to you? Why?
- What in the story will seem important to your reader? Why?
- How does the main character change?
- Why is this change important?
- How might this story affect your reader?

STEPS:

Before you begin this task, your teacher will model each step for your class.
Also, your teacher will be observing your individual and group work and regularly giving feedback.

Planning the Story

1. List **two or three possible ideas** to use for your story. (Review the questions in Part B above.)

2. Create a **simple outline** for each of the ideas. In each outline, briefly state what events you would write about in the beginning, middle, and end of your story.

Task Description, continued

3. On your outlines, make **notes** on what your theme or message would be for each story idea, and include some possible titles. (Review Part A above.)

4. Select the outline that seems most interesting to you, and that you can envision developing most fully. Discuss your outline and get **feedback** on it from the other students in your writing group as well as your teacher.

5. Write a **more detailed description** of the story that answers the following questions:
   - What is the story about? (Describe the key events that happen in the story, that is, describe the plot. Include what the conflict[s] is [are].)
   - Are you drawing upon your own experience or observation to portray the events?
   - Are the events in an appropriate sequence?
   - Is your ending logical?

6. Now that you have selected a story idea (plot) and theme/message, turn your attention to developing other story elements. Create a **brainstorming note page for each of the story elements** listed below. Write down your thoughts related to the elements. You might find that a combination of notes and drawings (sketches) helps you to develop your thoughts. Refer to the exercises you completed in Task 1.
   - Time setting - Decide on the time of your story -- present, a time in the past, a time in the future.
   - Place setting - Describe the physical places of your story and the feelings associated with them.
   - Characters - Who are the characters in your story? Describe them.
   - Dialogue - How much of the story will be told through dialogue? How will the characters interact? What kind of speech will the characters use?
   - Point of view - Who is telling the story? Is the story being narrated (in first person) by one of the characters in the story, or by an outside (third person) narrator?

EXAMPLE PERFORMANCE PACKAGE TASK 2
Storybuilding

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Events from direct experience or observation that the student intends to draw upon to create the story are clearly presented.	_____
_____	The plan clearly and thoroughly presents the student's intention to develop the story's: • setting • characters • plot (sequence of events) • dialogue.	_____
_____	The plot outline presents a clear and logical sequence of events.	_____
_____	The plot outline presents a clear and logical ending.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 3
Storybuilding

Content Standard: Write and Speak: Writing **Level:** Partial Middle

Specific Statement(s) from the Standard:

A student shall demonstrate for a variety of academic and technical purposes, situations, and audiences the ability to write using correct spelling and mechanics:

2. a narrative including:
   a. a description of events from direct experience or observation
   b. use of relevant detail and figurative language to create an image of setting, characters, and events
   c. dialogue between characters
   d. a sequence of events or ideas leading to a logical ending

Product(s):

Narrative (short story)

Task Description:

Overview: In this task, you will use your plan (from Task 2) to craft a complete narrative (short story). You will write, read, and evaluate your drafts; obtain feedback from other students on your writing; and make revisions and redraft multiple times. You will maintain a collection of all your pieces of writing. You will demonstrate your use of a writing process that includes the steps of drafting, conferencing, revising, editing, publishing.

STEPS:

Before you begin this task, your teacher will model each step for your class.

Also, your teacher will be observing your individual and group work and regularly giving feedback.

Drafting

1. Working with your plan (from Task 2), write a **draft of your narrative**. This very important draft gets your writing started. Your ideas appear on paper, and you can begin to work with them to create a story that conveys the ideas and feelings that you intend. Expect to create multiple drafts as you confer with your classmates and your teacher and receive feedback on your developing story.

Task Description, continued

Conferencing

2. Some of your conferences will be with your teacher; others will be with your writing group. Take **notes on the feedback you receive** in conferences so that when you begin to revise you can focus your efforts on identified problems or challenges. In general, you will be asking readers to give you feedback about the effectiveness of your:
    - descriptions of setting(s) and events
    - portrayal of characters
    - use of detail to create images
    - use of figurative language to create images
    - use of dialogue
    - sequencing of events
    - ending.

    Conferences with your writing group and teacher should be scheduled as you complete drafts of your story, as well as at any point when you feel "stuck" and need help with a draft.

Revising Drafts

3. Each time you return to a draft to revise, be sure to address the problems or challenges identified in the conference. You must determine how to incorporate new ideas, sharpen descriptions, clarify ideas, shift emphasis, or make other kinds of changes. Some writers find it helpful to read drafts aloud in the revision process because hearing the story gives them ideas about how to make improvements. As you consider **revisions**, ask yourself:
    - Is my story true-to-life? (Setting? Characters? Events?) Am I basing story elements upon my direct experience or observation?
    - Have I used enough detail, and do the details really convey what I want to portray?
    - Have I used dialogue in a way that makes the story clear and interesting?
    - Do the events move along in a sequence that is easy to follow?
    - Is the ending logical?

Task Description, continued

Editing

4. Use the following reminders and any others provided by your teacher to edit your narrative:
    - Sentences begin with capital letters.
    - Sentences are complete.
    - Punctuation is used correctly.
    - Proper nouns begin with a capital letter.
    - Paragraphing makes sense.
    - Paragraphs are indented.
    - Words are spelled correctly.

Assessing Your Work

5. Self-assess your narrative using the Feedback Checklist for this task. If you wish to include any additional changes as a result of your self-assessment, do so before submitting the final product to your teacher.

Note: Be prepared to repeat any of the previous steps as needed to bring your narrative to "publishable," final form.

Publishing

6. Submit for teacher assessment all working drafts and other pieces of your writing along with your finished narrative and self-assessment. If possible, share your finished piece of writing with a wider audience.

EXAMPLE PERFORMANCE PACKAGE TASK 3
Storybuilding

FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	The narrative is fully developed, integrating all story elements: • setting • characters • plot (sequence of events) • dialogue • logical ending.	_____
_____	Events from direct experience or observation are drawn upon to create the story.	_____
_____	Relevant details and figurative language create clear and complete images of: • settings • characters • events.	_____
_____	Realistic dialogue is effectively woven into the narrative.	_____
_____	The plot consists of a clear and logical sequence of events.	_____
_____	The story has a logical ending.	_____
_____	Spelling and mechanics are correct.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):